THE JOURNAL OF EXPERIMENTAL EDUCATION

ANNUAL INDEX
Volume 71
Fall 2002–Summer 2003

AUTHORS

Boscolo, Pietro; and Mason, Lucia. Topic Knowledge, Text Coherence, and Interest: How They Interact in Learning From Instructional Texts, Winter, 126–148.

Chang, Kuo-En; Sung, Yao-Ting; and Chen, Ine-Dai. The Effect of Concept Mapping to Enhance Text Comprehension and Summarization, Fall, 5–23.

Cribbie, Robert A. Pairwise Multiple Comparisons: New Yardstick, New Results, Spring, 251–265.

Denner, Peter R.; Rickards, John P.; and Albanese, Andrew J. The Effect of Story Impressions Preview on Learning from Narrative Text, Summer, 313–332.

Ferrer-Caja, Emilio; and Weiss, Maureen R. Cross-Validation of a Model of Intrinsic Motivation With Students Enrolled in High School Elective Courses, Fall, 41–65.

Ferron, John; Foster-Johnson, Lynn; and Kromrey, Jeffrey D. The Functioning of Single-Case Randomization Tests With and Without Random Assignment, Spring, 267–288.

Gliner, Jeffrey A.; Leech, Nancy L.; and Morgan, George A. Problems With Null Hypothesis Significance Testing (NHST): What Do the Textbooks Say? Fall, 83–92.

Howse, Robin B.; Lange, Garrett; Farran, Dale C.; and Boyles, Carolyn D. Motivation and Self-Regulation as Predictors of Achievement in Economically Disadvantaged Young Children, Winter, 151–174.

Huberty, Carl J.; and Hussein, Mohamed H. Some Problems in Reporting Use of Discriminant Analyses, Winter, 177–191.

Hwang, Yooyeun; and Levin, Joel R. Examination of Middle-School Students' Independent Use of a Complex Mnemonic System, Fall, 25–38.

Jodoin, Michael G.; Keller, Lisa A.; and Swaminathan, H. A Comparison of Linear, Fixed Common Item, and Concurrent Parameter Estimation Equating Procedures in Capturing Academic Growth, Spring, 229–250.

Katayama, Andrew D.; and Crooks, Steven M. Online Notes: Differential Effects of Studying Complete or Partial Graphically Organized Notes, Summer, 293–312.

Kumpulainen, Kristiina; and Kaartinen, Sinikka. The Interpersonal Dynamics of Collaborative Reasoning in Peer Interactive Dyads, Summer, 333–370.

Lan, William Y.; and Morgan, Jake. Videotaping as a Means of Self-Monitoring to Improve Theater Students' Performance, Summer, 371–381.

Luh, Wei-Ming; and Guo, Jiin-Huarng. Using Johnson's Transformation With Approximate Test Statistics for the Simple Regression Slope Homogeneity, Fall, 69–81.

Veenman, Simon; Denessen, Eddie; van den Oord, Ingrid; and Naafs, Ferdy. Direct and Activating Instruction: Evaluation of a Preservice Course, Spring, 197–225.

Zimbardo, Philip G.; Butler, Lisa D.; and Wolfe, Valerie A. Cooperative College Examinations: More Gain, Less Pain When Students Share Information and Grades, Winter, 101–125.

TITLES

A Comparison of Linear, Fixed Common Item, and Concurrent Parameter Estimation Equating Procedures in Capturing

THE JOURNAL OF EXPERIMENTAL EDUCATION

ANNUAL INDEX
Volume 71
Fall 2002–Summer 2003

AUTHORS

Boscolo, Pietro; and Mason, Lucia. Topic Knowledge, Text Coherence, and Interest: How They Interact in Learning From Instructional Texts, Winter, 126–148.

Chang, Kuo-En; Sung, Yao-Ting; and Chen, Ine-Dai. The Effect of Concept Mapping to Enhance Text Comprehension and Summarization, Fall, 5–23.

Cribbie, Robert A. Pairwise Multiple Comparisons: New Yardstick, New Results, Spring, 251–265.

Denner, Peter R.; Rickards, John P.; and Albanese, Andrew J. The Effect of Story Impressions Preview on Learning from Narrative Text, Summer, 313–332.

Ferrer-Caja, Emilio; and Weiss, Maureen R. Cross-Validation of a Model of Intrinsic Motivation With Students Enrolled in High School Elective Courses, Fall, 41–65.

Ferron, John; Foster-Johnson, Lynn; and Kromrey, Jeffrey D. The Functioning of Single-Case Randomization Tests With and Without Random Assignment, Spring, 267–288.

Gliner, Jeffrey A.; Leech, Nancy L.; and Morgan, George A. Problems With Null Hypothesis Significance Testing (NHST): What Do the Textbooks Say? Fall, 83–92.

Howse, Robin B.; Lange, Garrett; Farran, Dale C.; and Boyles, Carolyn D. Motivation and Self-Regulation as Predictors of Achievement in Economically Disadvantaged Young Children, Winter, 151–174.

Huberty, Carl J.; and Hussein, Mohamed H. Some Problems in Reporting Use of Discriminant Analyses, Winter, 177–191.

Hwang, Yooyeun; and Levin, Joel R. Examination of Middle-School Students' Independent Use of a Complex Mnemonic System, Fall, 25–38.

Jodoin, Michael G.; Keller, Lisa A.; and Swaminathan, H. A Comparison of Linear, Fixed Common Item, and Concurrent Parameter Estimation Equating Procedures in Capturing Academic Growth, Spring, 229–250.

Katayama, Andrew D.; and Crooks, Steven M. Online Notes: Differential Effects of Studying Complete or Partial Graphically Organized Notes, Summer, 293–312.

Kumpulainen, Kristiina; and Kaartinen, Sinikka. The Interpersonal Dynamics of Collaborative Reasoning in Peer Interactive Dyads, Summer, 333–370.

Lan, William Y.; and Morgan, Jake. Videotaping as a Means of Self-Monitoring to Improve Theater Students' Performance, Summer, 371–381.

Luh, Wei-Ming; and Guo, Jiin-Huarng. Using Johnson's Transformation With Approximate Test Statistics for the Simple Regression Slope Homogeneity, Fall, 69–81.

Veenman, Simon; Denessen, Eddie; van den Oord, Ingrid; and Naafs, Ferdy. Direct and Activating Instruction: Evaluation of a Preservice Course, Spring, 197–225.

Zimbardo, Philip G.; Butler, Lisa D.; and Wolfe, Valerie A. Cooperative College Examinations: More Gain, Less Pain When Students Share Information and Grades, Winter, 101–125.

TITLES

A Comparison of Linear, Fixed Common Item, and Concurrent Parameter Estimation Equating Procedures in Capturing

Academic Growth. Michael G. Jodoin, Lisa A. Keller, and H. Swaminathan, Spring, 229–250.

Cooperative College Examinations: More Gain, Less Pain When Students Share Information and Grades. Philip G. Zimbardo, Lisa D. Butler, and Valerie A. Wolfe, Winter, 101–125.

Cross-Validation of a Model of Intrinsic Motivation With Students Enrolled in High School Elective Courses. Emilio Ferrer-Caja and Maureen R. Weiss, Fall, 41–65.

Direct and Activating Instruction: Evaluation of a Preservice Course. Simon Veenman, Eddie Denessen, Ingrid van den Oord, and Ferdy Naafs, Spring, 197–225.

Examination of Middle-School Students' Independent Use of a Complex Mnemonic System. Yooyeun Hwang and Joel R. Levin, Fall, 25–38.

Motivation and Self-Regulation as Predictors of Achievement in Economically Disadvantaged Young Children. Robin B. Howse, Garrett Lange, Dale C. Farran, and Carolyn D. Boyles, Winter, 151–174.

Online Notes: Differential Effects of Studying Complete or Partial Graphically Organized Notes. Andrew D. Katayama and Steven M. Crooks, Summer, 293–312.

Pairwise Multiple Comparisons: New Yardstick, New Results. Robert A. Cribbie, Spring, 251–265.

Problems With Null Hypothesis Significance Testing (NHST): What Do the Textbooks Say? Jeffrey A. Gliner, Nancy L. Leech, and George A. Morgan, Fall, 83–92.

Some Problems in Reporting Use of Discriminant Analyses. Carl J. Huberty and Mohamed H. Hussein, Winter, 177–191.

The Effect of Concept Mapping to Enhance Text Comprehension and Summarization. Kuo-En Chang, Yao-Ting Sung, and Ine-Dai Chen, Fall, 5–23.

The Effect of Story Impressions Preview on Learning From Narrative Text. Peter R. Denner, John P. Rickards, and Andrew J. Albanese, Summer, 313–332.

The Functioning of Single-Case Randomization Tests With and Without Random Assignment. John Ferron, Lynn Foster-Johnson, and Jeffrey D. Kromrey, Spring, 267–288.

The Interpersonal Dynamics of Collaborative Reasoning in Peer Interactive Dyads. Kristiina Kumpulainen and Sinikka Kaartinen, Summer, 333–370.

Topic Knowledge, Text Coherence, and Interest: How They Interact in Learning From Instructional Texts. Pietro Boscolo and Lucia Mason, Winter, 126–148.

Using Johnson's Transformation With Approximate Test Statistics for the Simple Regression Slope Homogeneity. Wei-Ming Luh and Jiin-Huarng Guo, Fall, 69–81.

Videotaping as a Means of Self-Monitoring to Improve Theater Students' Performance. William Y. Lan and Jake Morgan, Summer, 371–381.